

Choose your topic carefully

Lesson profile

Reading	How to give a good talk
Grammar	Comparative and superlative adverbs
Listening	Dylan practises his talk
Reading	Key Reading and Writing Part 3b
Vocabulary	School and school subjects
Speaking	Give a 30-second talk

Warmer

Draw a 5x5 grid on the board and write a word diagonally left-right. Ask the students to shout out words to fill in each row horizontally. For example:

L				
	E			
		A		
			R	
				N

L	O	R	R	Y
L	E	M	O	N
P	L	A	Y	S
S	O	R	R	Y
A	G	A	I	N

When the students understand, tell them to play in groups, one student choosing a diagonal word to begin.

READING

- 1 Arrange the students into groups to discuss the questions. You could restrict the discussion to English lessons, or extend it to cover other lessons too. Find out if they have to give talks, and if so, how they feel about doing this. Do they find it easy or difficult?
- 2 Pre-teach tip: A tip is useful advice, like 'always have a good breakfast'. Arrange the students into groups. Write some tips on the board. The students should discuss which are useful.
Learn a new word every day.
Only speak English in lessons.
Find an English-speaking friend on Facebook.
Sing English songs in the shower.
Buy some easy readers.
Practise pronunciation in front of a mirror.
Tell the students to do the same thing for the tips about how to give a good talk.
- 3 Check that the students understand what they have to do by asking: *How many headings are there?* (7), *How many paragraphs?* (7). *What are you going to do?* (match them) Demonstrate the strategy with the first heading, a. Ask *Can you find a tip where there is a word meaning 'not much'?* (less in tip 2)
The students do the matching exercise.

Fast finishers

Fast finishers should add two more tips, for example *Prepare your talk with PowerPoint.* and *Don't get nervous, look at the face of a friend.*

Answers

1 c 2 a 3 f 4 d 5 g 6 b 7 e

GRAMMAR Comparative and superlative adverbs

- 4 Say to everyone *You did that exercise quickly* and then write this on the board. Ask the students, *What kind of word is quickly?* (an adverb) *Does it describe what you do or how you do it?* (how) Tell the students that *quickly* is a simple adverb, *more quickly* is a comparative adverb and *most quickly* is a superlative adverb.
Ask the students to read the sentences. Draw their attention to *well* and *best* and explain that they are irregular forms of *good*: *well – better – the best*.
- 5 Ask the students to underline all the other adverbs in the text and complete the rules.

Answers

carefully – simple
more easily – comparative
clearly – simple
well – simple
the most carefully – superlative
the longest – superlative
badly – simple
the best – superlative
better – comparative
easily (x2) – simple
less quickly – comparative
more clearly – comparative
more loudly – comparative
quickly – simple

We usually use *than* after comparative adverbs.
We use *the* before superlative adverbs.

Language note: adverbs usually go after the verb and never between a verb and object, *I finished quickly* but *I finished quickly the book quickly*; *less* and *least* can be used instead of *more* and *most* with the opposite meaning, for example *less quickly*.

→ Grammar reference Student's Book page 151

- 6 Tell the students that *bad* is irregular before they complete the table.
Language note: some short adverbs can form the comparative and superlative with *-er* and *-est*, for example *early*, *quick* and *slow*; there is a spelling change, *y → i* (*easy-easily*, *happy-happiest*).

Answers

adjective	simple adverb	comparative adverb	superlative adverb
bad	badly	worse (than)	the worst
good	well	better	the best
careful	carefully	more carefully (than)	the most carefully
quick	quickly	more quickly (than) quicker (than)	the most quickly the quickest
easy	easily	more easily (than) easier (than)	the most easily the easiest

Extension activity

Ask the students to write down two things which they should do less loudly, less badly and less often. Give some examples, like *sing in the shower*, *tidy my room*, *forget my homework*. They then compare answers.

Alternative presentation

Ask the class to repeat the alphabet A–Z. Arrange them in pairs. One student says the alphabet as quickly as they can, the other times them. Then they swap roles.

Next ask all the students to line up according to their time, the slowest on the left and the quickest on the right. Go down the line and compare the students:

Tomas said it more quickly than Ivo.

Sandra did it the most quickly.

Christina said it less quickly than Lionel.

Highlight the comparative forms on the board and ask the students to make sentences comparing themselves, for example, *I said it more quickly than most of the class*.

7 Ask the students to choose the correct forms.

Answers


- 1 too quickly 2 the most quietly 3 more carefully 4 well
5 less often

Corpus challenge

Answer

The weather was very good.

LISTENING AND READING

8  **1.20** Ask the students *Who was Gabby and Dylan's new friend?* (Finn) *How many parts are there to the Merrydown Award?* (four) *What was the first part?* (giving a talk) Tell them that Dylan is going to give his talk and ask *What was tip 3 in the reading text?* (plan your talk) *How?* (have a beginning, middle and end) Ask *Does Dylan do this? Listen and tell me.*

Play the recording.

Answer

No, he doesn't follow all the advice.

Audioscript

Dylan: I think homework is a bad idea. We have two hours of homework a night. That's too much. Er, ... sorry ... Oh yes ... One: I think we learn better when we do work in class. Two: We should have time to do other things in the evenings, like sports and music. Three: Oh, and I think people are boring if they study all the time. So, no more homework ... er ... That's it.

Prepare for Key for Schools

Reading and Writing Part 3b

Task description

Reading and Writing Part 3b tests students' knowledge of functional language. Students complete a conversation with five spaces by choosing from a list of eight options.

Exam tips

Students should look at what comes before and after each space to decide what fits best.

They may need to think about grammar when looking for the right answer.

→ See Exam Profile 5, Student's Book page 129.

9 Ask the students what was good and what was bad about Dylan's talk. Give some examples: homework is an interesting topic; Dylan didn't make any grammar mistakes.

Ask the students to read the conversation and think about what the missing lines might be. Then they try to find a match for them. Tell them to go through it and do the ones they find easy first, and cross them out, so they don't use them again, then go back and try to do the ones they missed.

After you have checked the answers, and helped students understand how they could have found the answers, the students read out the conversation, taking it in turns to be Finn and Gabby.

Answers

- B *you're right* (in reply to ... *wasn't it?*); *started* and *the beginning* have a similar meaning
- H *He stopped* because *He forgot*
- A *spoke too fast* means it was *hard to understand* him
- D *third part* refers to *his ideas*; after the space *That's right!* answers the question *Wasn't it something about ...*
- F Finn asks for Gabby's opinion, and *It wasn't bad* expresses an opinion; *needs to improve it* has a similar meaning to *lots more practice*.

VOCABULARY

- 10** The students put the words into two columns: School words and School subjects.

Answers

School words: classroom, dictionary, diploma, paper, uniform, fail/pass/take an exam

School subjects: art, biology, chemistry, music, physics, sport

SPEAKING

- 11** The students give their own talk. Arrange them into groups to think of ideas. Give some extra ideas as examples, like *Everyone should study English, We can study by internet and not come to school, Exams are a bad idea.*

Write a frame on the board to help them plan:

I want to talk about ...

I think that ...

There are three reasons for this.

One ...

Two ...

Three ...

Finally, I want to say that ...

The students should practise individually first, recording themselves on a mobile device or listening to a partner.

Remind them to use the tips from Exercise 2. Then, in groups, they listen to each talk and say if they like it.

Mixed ability

Give the weaker students simpler topics, like *School holidays are too short*, and/or let them do their talk in pairs, each person preparing and doing half the talk.

Sample answer

I want to talk about school uniform. I think that school uniform is a good idea. There are three reasons for this. One, you don't need to think what to wear every day. Two, parents don't need to spend a lot of money on expensive clothes. Three, school children feel like a team if they all wear the same thing. So, I will finish by saying that school uniform is not a bad thing. We wear a uniform in our school and it is a nice one!

Cooler

A silent conversation. Arrange the students into pairs. Each student has a piece of paper and writes the first line of a conversation. They then pass it to their partner. Each partner continues the conversation with a new line and passes the paper back. Continue until the students have a dialogue of ten lines or give a time limit. The students then read out the conversations to the rest of the class.

Home schooling

Lesson profile

Reading	<i>Home school is cool!</i>
Vocabulary	Expressions with <i>take</i>
Reading and Writing	Key Reading and Writing Part 9
Pronunciation	Word patterns
Speaking	Talk about your perfect school

Warmer

Tell the students to read aloud each question in About you. Now tell them to read them again quickly, then more quickly, then slowly, then quietly, then quickly and quietly, then slowly and loudly. The students can also suggest adverbs to read the questions, for example *angrily* and *happily*.

Cultural background

Children in Britain go to school at the age of four or five. The system is divided into primary school (4–11) and secondary school (11–18). Most children, over 90%, go to mixed-sex state schools where the education is free. There is a National Curriculum which all the students follow, with twelve compulsory subjects. Home schooling is allowed in the UK but it is not very common.

Students will find out more about secondary schools after Unit 6 in Culture: Secondary school in the UK.

About you

- 1** Elicit the names of the school subjects and ask the students what they do in each of these subjects. For example *In biology we learn about people, animals and flowers.*

Arrange the students into pairs to answer the questions.

Language note: the main school subjects are *English, geography, history, mathematics (maths), science (physics, chemistry, biology), ICT, design and technology, music, art, modern languages*; the school subject is called PE (physical education) rather than *sport*.

Fast finishers

Fast finishers should add two more *How many / How much ...?* questions and discuss them. For example: *How much do you spend on your school lunch?* *How many students walk to school?*

READING

- 2** Show the students the picture and say, *It is Monday morning but this boy Oliver isn't at school. Why?* Get as many different answers as you can, for example *It's the summer holidays*, then the students should read the text and find the real answer (he has home schooling).

Ask them to see if they can find the answer to the questions from Exercise 1 in the text.

Answers

- 1** We don't know. **2** It changes every week.
3 We don't know. **4** None

- 3** Demonstrate the task with some examples such as *Oliver started home schooling when he was eight.* (right) *He stayed in bed all day.* (wrong) For the wrong answers, the students should say why they are wrong.

Fast finishers

Tell the students to find the two adverbs in the text:
wasn't doing well in tests
home schooling works best

Answers

- 1** X He didn't do well in tests. **2** ✓
3 ✓ *My parents found out what I needed to learn.*
4 X His dad helped him. **5** X It was boring. **6** ✓ **7** X
8 X He doesn't mind.

- 4** Ask the students to make a table comparing school and home schooling. For example:

School	Home schooling
can't choose subjects	can choose
teacher	none, maybe parents
you need to go somewhere	you can stay at home
study with other people	alone
exams	none
homework	none
Fun!	?

Then arrange them into pairs for the discussion.

VOCABULARY

- 5** Say to the students *Take a pen and underline the sentence.* Then, *So you can take an exam and take a pen, anything else with take?* Go through the different uses of *take* on the mind map and give your own examples before the students give theirs.

Language note: the students learned *take off* (a plane) in Unit 3; the other A2 phrase with *take* is about time: *the exam takes 45 minutes.*

Possible answers

- A** (exams) *We take exams in June.*
B (transport) *Take the next train to Ankara.*
C (medicine) *The doctor told me to take these tablets.*
D (in directions) *Take the second turning/road on the left.*
E (photos) *I took lots of photos on holiday.*
F (things, meaning carry) *Jane always takes her umbrella/ phone with her.*

- 6** Write *You need to take the 9.17 train* on the board and say *Which word could we say instead of take? (catch/ get)* After the students match the words, read out the examples above and get the students to replace *take*.

Language note: *make a photo* is a common mistake.

Answers

A 3 B 4 C 6 D 5 E 2 F 1

Extension activity

In pairs, students make three mini-dialogues with two meanings of *take* in each, for example:
'I don't feel well but I must take a maths test tomorrow!'
'Take this medicine and you'll be fine.'

READING AND WRITING

Prepare for Key for Schools

Reading and Writing Part 9

Task description

Reading and Writing Part 9 tests students' ability to write a message of 25–35 words, for example an email, a note or a postcard. Students are given three pieces of information which they must include as part of their writing.

Exam tips

To get a high mark, students must include the three pieces of information that are needed.

Tell students they will lose marks for writing too little but not for writing too much. However, as they are more likely to make mistakes the more they write, it is best not to do this. It is not necessary to have a perfect answer to get full marks.

- 7** Tell the students you are going on a school trip. Get them to ask you questions, for example *Where are we going?* In pairs, they read Oliver's email and find out how many questions there are and what he wants to know.

Answers

There are three questions. He wants to know ... the day of the trip; the time to meet; things to take

- 8 Ask the students *When is the trip?* (Thursday), *Why do you think they need a towel?* (maybe to swim in a mountain lake) They then discuss the questions.

Answers

- 1 yes
- 2 yes (*it's going to be a great day*) He wasn't asked for this information, but it is a good way of ending the email.
- 3 38
- 4 *Thursday 8.30 o'clock a lunch*

- 9 After they read the email, the students first make notes to answer Lucy's questions and then turn the notes into sentences.

Sample answer

From: Valentina

The hockey game is at the sports centre. It begins at 11.00, so don't be late. Bring your hockey things and a drink with you. See you on Monday!
(29 words)



- 10 Write this sample answer on the board and ask which question(s) are not answered clearly.
- The question *What time does it start?* is not answered clearly – no time is given.
- The students check their partners' emails carefully.

Sample answer

From: me

The hockey match will be at our school. It is in the morning. Bring some extra clothes and money with you. It will be a great game!

PRONUNCIATION Word patterns

- 11  1.21 Write the word *university* on the board and say the word with the syllables spelled out: *u-ni-ver-si-ty* (5). Say *Is it univerSity or uniVERsity?* (uniVERsity, third syllable). Mark the stress pattern on the board.
- Go through the example words in the table and get the students to identify the stress. Then play the recording.
-  1.22 Students should say the words in the box to themselves before they put them in the table. Then play the recording for them to check and repeat the words.

Answers

topic: classroom, favourite, model

audience: aeroplane, chemistry, dictionary

communicate: biology, comparative, technology

Extension activity

Put the students in teams and give the students two minutes to add as many words to the first two categories as they can, for example:

topic Oo: orange, window, magic, chocolate

audience Ooo: holiday, geography, history

SPEAKING

- 12 Ask the students what is good and not so good about your school. Give some examples like *There is a great gym* and *We only study one foreign language*.

Drill some useful functional language. For example:

Let's have a swimming pool.

Why don't we have Chinese lessons?

Shall we study on Saturdays?

Why not sleep there?

Arrange the students into groups to discuss the questions and make notes. Make sure that weaker students have fewer and easier questions.

- 13 After each talk, other students should ask questions, for example *What do the students do in the music lessons?*

Project work

School in the past

The students find out about what students did at school 50 years ago.

- In groups, the students think of questions to ask. (They could start by looking at the questions in Exercise 1.)
- They ask the questions to their grandparents or other old people who remember.
- They compare answers and see what was the same and what was different between now and then.
- They make a group report, either a poster or a PowerPoint presentation.
- They give their presentation to the class.
- As a variation, the students could find out about school in a different country by getting information online or asking people they know who live there.

Cooler

Write these words on the board from Units 1–4. You could also elicit them by giving definitions. The students must mark the stressed syllable. Check, then drill them.

surname, polite, busy, desert, mountain, volcano, dolphin, adventure, take off, receptionist, tour guide, electricity, apartment, business, unusual

Teacher's resources

Student's Book

Grammar reference and practice page 151

Vocabulary list page 139

Video

School subjects

Workbook

Unit 5 pages 20–23

Go online for

- Video extra worksheet
- Corpus tasks